

**Curriculum Year 3 Term 2: Ancient Greece- The Land and the Legacy**

	Curriculum	Local/Context
History	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Legacy- Including art, politics, mathematics, language Fieldwork
Geography	<p><b>Location knowledge:</b> locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Human and physical geography:</b> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>Geographical skills and fieldwork:</b> use maps, atlases, globes and digital computer mapping to locate countries and describe features studied</p>	<p>Location of Greece on map and ancient and modern cities. Location of different climates in Europe.</p> <p>Natural landscape of Greece- mountains, river systems. Water cycle.</p> <p>Use of atlas and globes- Google earth</p>
Science	<p><b>Plants:</b> identify and describe the functions of different parts of flowering plants: a root, stem, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>Rocks:</b> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Recognise that soils are made from rocks and organic matter.</p>	<p>Flora of Greece. Need for water. Adaptation of different plants. Distribution of plants.</p> <p>Rock types of mountains- compare and contrast with other rocks. Soil type- relate to plant types.</p>
Design and Technology	<p><b>Design:</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, and pattern pieces.</p> <p><b>Make:</b> Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. Select from and use a wider range of materials and components, including construction</p>	<p>Make a Trireme. Discuss how design of ship was suited to its primary function of transport.</p>

	<p>materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate:</b> Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	
Art	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>To know about great artists, architects and designers in history.</p>	<p>Knowledge of Greek potters- e.g. Ergoteles</p> <p>More refined clay work. (Thrown pot?)</p>
Music	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Recorders and general musicianship lessons delivered by Norfolk Music Service</p> <p>Assembly music</p>
PE	<p>Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics</p> <p>Perform dances using a range of movement patterns</p>	<p>Gymnastics and Dance</p>
Computing	<p>Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration.</p>	<p>Cross Curricular: Keynote/PowerPoint</p> <p>Word documents</p> <p>Tables</p> <p>Hopscotch computer programming</p>
Spanish	<p><b>By engaging with other languages, including, where appropriate, those used in their communities, children should:</b></p> <p>1. look at the patterns, structures and origins of languages in order to understand how language works</p> <p>2. listen to and join in with conversation in other languages and communicate about simple, everyday matters</p> <p>3. understand how learning other languages can help them appreciate and understand other cultures as well as their own.</p>	<p>Spanish lessons delivered by specialist teachers from CAN</p>

English	<p><b>Reading, Comprehension, Spelling, Handwriting</b>  <b>Composition, Vocabulary, grammar and punctuation</b>  <b>In writing children should:</b> 1. learn to write for a variety of purposes, for a range of audiences and in a range of forms 2. develop their understanding of how writing is essential to thinking and learning and is enjoyable, creative and rewarding 3. explore writing using different media including web pages and multimodal formats in English and in other languages.</p>	<p>Narrative rewrites into Greek context:  Red Riding Hood (journey)  Beauty and the Beast (transformation)  Writing in Context:  Non-chronological reports – reporting greek life for other TT  Explanations – How does Greek life work?</p>
Maths	<p><b>Breadth of learning:</b> During the year, pupils should be taught the knowledge, skills and understanding through:</p> <ul style="list-style-type: none"> <li>• practical activity, exploration and discussion</li> <li>• using mathematical ideas in practical activities, then recording these using objects, pictures, diagrams, words, numbers and symbols</li> <li>• estimating, drawing and measuring in a range of practical contexts</li> <li>• drawing inferences from data in practical activities</li> <li>• exploring and using a variety of resources and materials, including ICT activities that encourage them to make connections between number work and other aspects of their work in mathematics.</li> </ul>	<p>Maths in Context:  Measuring accurately to design Trireme in cm.  Weight how much a boat can carry grams.  Time looking at high tides and low tides for ship entering and leaving harbors.  Position and direction planning map routes for Trireme to travel visiting islands.  Fractions of types of rock we will sample.</p>
British Values and SMSC	<ul style="list-style-type: none"> <li>• Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;</li> <li>• Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</li> <li>• An understanding of how citizens can influence decision-making through the democratic process</li> <li>• An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</li> </ul>	<p>Debate and votes on relevant issues.  Visit from local councillors  Class elections  <b>Social:</b>  In the context of Time Travel we will tackle discussions regarding deep questions such as which civilisation is the most advanced and of greater value to humanity.  <b>Moral:</b>  Philosophical questions arising in the context will be exploited such as is it right for the TT team to divulge all they know to a civilisation that is at a non-electronic age? How can we ensure we leave the Stone Age/Greek/Roman people ‘untouched’</p>

		<p>by our presence?</p> <p><b>Spiritual:</b> Questions concerning 'belief' will be explored and our responsibility to people in different circumstances. Lightning, thunder, earthquake, storms and other natural phenomena will be investigated and questions of ethics drawn from them such as disclosing the scientific explanations to the people of the past. What made the Greeks believe in their Gods?</p> <p><b>Cultural:</b> The TT team exploring their involvement with the Greek people whilst repairing the Time Machine.</p>
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